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ABSTRACT

This profile reviews the state of English language teaching in Brazil. In 1968 the Brazilian government launched major university reforms, and the situation is still fluid. Portuguese is the official language of Brazil and English is learned as a foreign language for international communication, occasionally as a medium of instruction, as a tool for study and academic and professional advancement, and for certain cultural, social and prestige purposes. The value of English as an acquired skill is enormous, and it is the most frequently taught foreign language. Hours of instruction and English examinations at various school levels are discussed. Textbook and syllabus choice, supervision and evaluation of teaching is largely left to schools and universities. Some courses in English for Special Purposes are taught. A few universities offer an M.A. in English. At both university and school levels teaching staffs are adequate in number but often unqualified in English teaching, although many teachers hold British or American certificates of proficiency in English. English and American textbook supply is adequate, although selection is not uniform. The most effective English teaching occurs outside the school system in the private sector. Private commercial language schools and British and American language centers flourish. (CHK)

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ENGLISH-TEACHING INFORMATION CENTRE

ENGLISH LANGUAGE TEACHING PROFILE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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COUNTRY: Brazil

June 1976

Background

A review of English teaching in Brazil has to take into account the vast size of the country, its educational system, the complexity and diversity of its social conditions, ranging from the poorest and most prisitive in the North-East to the richest and most sophisticated in the large cities and in the South, an expanding economy and a population, now in excess of 100 million, increasing at the rate of 3% per annum. A transformation in Brazilian education has been brought about since the war, and the last dozen years, in particular, have been a period of unparalleled educational expansion and sweeping changes in structure and objectives. Until the war, education in Brazil was exclusive, highly centralised in administration and academic in approach. Vast sociological and economic changes, primarily the result of industrialisation and urbanisation have raised the proportion of population living in cities from 25% to 46%, and population growth has meant that 70% of the population is below the age of 21.

First attempts at educational reform came in 1952. These, however, did not come fully into effect until 15 years had passed, by which time they were no longer adequate to the situation. In 1968 the Government launched a crash programme of University reform, aimed at adapting higher education to Brazilian needs, and in 1970 a working party was appointed which led to the Reforma de Ensino de 1º e 2º grau of August 1971, the main exphasis of which was decentralisation.

In a situation that is still fluid, generalisations are difficult to make, and the picture that emerges in what follows may appear somewhat fragmentary.

1. Role of English

1.1 General

Portuguese is the official language of Brazil at all levels and for all purposes. English is entirely a foreign language and is used only as described in 1.2 - 1.7 below: that is, for international communication; occasionally as a medium of instruction; as a tool for study and academic and professional advancement; and for certain cultural and limited social and prestige purposes. Although the overt role of English in Brazil is small, its value as an acquired skill is enormous and the demand for it exceeds that for any other foreign language. Thus, all who can acquire it will, and because it is as yet relatively poorly provided for in the state educational system, many look to the private sector - 43% of secondary schools are still private - and many more to the commercial English language schools.

1.2 English is not used as a medium of instruction except a. in a very few private schools, such as British Schools for expatriate children and American international-type schools; b. in a few university departments (eg Physics), Technical Colleges and postgraduate engineering departments where overseas (incl British) staff may lecture in English, usually because

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of insufficient knowledge of Portuguese; and c. in a few university departments of English and postgraduate courses where there are British or American visiting professors.

1.3 English is not a study language below the tertiary level of education; at this level, particularly in scientific, technical, engineering and medical fields and at postgraduate level, a reading knowledge of English is essential for academic studies, the great wealth of textbooks and periodicals being in English. It is also highly desirable, though not vital, for academic advancement in many fields.

1.4 English is not a medium of communication in Brazil, except in a few specialised fields, such as air traffic control.

1.5 It is, however, an important medium of international communication, particularly in those areas of contact in which Portuguese would be of little use, eg trade and commerce; film music and cultural exchange; technical scientific, industrial and academic interchange and training. As Brazil's world contacts in these areas extend, the demand for English increases in proportion.

1.6 The demand for English is, nevertheless not purely utilitarian. It stems, in part, from social and prestige values and also from a desire to emulate British and American cultural models. The knowledge of a foreign language is seen as almost synonymous with professional and social advancement, an elegant accomplishment and a sign of social status. Government, moreover, generally considers competence in at least one important for top civil servants. For normal purposes, taking into account the general practical, economic and other advantages it confers, the choice of language must be English.

1.7 It is, therefore, hardly surprising that within the last 20 - 25 years, English has pushed French into second place as the foreign language taught in schools; that in private schools of originally foreign (French, German) foundation, where once the first foreign language taught was the language of that nationality, it is now usually English; and that in Universities where new undergraduates have to opt in the "basic cycle" for a foreign language, 75% choose English. (See 2.4)

2. English within the Educational System

2.1 Most of the effective teaching of English is done outside the school system in the private sector (see para 5). The following are the latest figures available (1974) of educational institutions, public and private. The 1970/71 figures for "primary", "secondary" and "tertiary", quoted in the last edition of this profile, are given in brackets.

	Institutions	Teachers	Students
1º grau	197,458 (146,136)	888,151 (457,406)	21,641,247 (12,812,029)
2º grau	10,347 (15,641)	155,614 (336,212)	1,692,322 (4,562,126)
3º grau	3,028 (2,620)	88,780 (61,111)	888,720 ('561,000)

2.2 The apparent drop at 2º grau is accounted for the redistribution of years under educational reform. 1º grau now lasts for 8 years and 2º grau for 3 years. No English taught at 1º grau in government schools. At 2º grau it is taught in all years, but, as stated, not very effectively.

Before 1962 English was compulsory in all Brazilian secondary schools, but in 1978 schools were allowed to offer either one or two foreign languages, one being compulsory, and it is to be expected that most schools will opt for English only.

2.3 The figures in 2.1 give a fair picture of educational expansion. However the following comparisons show the explosion at tertiary level to have been nothingless than dramatic:

	1964	1970/71	1973	1974
Student numbers:	142,000	561,000	839,000	888,720

and the increase in the number of private faculties has been even more dramatic. In 1974 there were 848 institutions of higher education offering degree level courses, including 57 Universities (30 Federal, 7 State or Municipal and 20 private), 5 Federations of Escolas Superiores and 786 isolated faculties. The main concern is now with quality - more bad has meant worse - and it is recognised that in many areas expansion has gone far enough.

2.4 Hours allocated to English. At tertiary level practice varies. In the basic year there are normally between 120 and 180 hours for the year, with between 70% and 85% of students opting for English (see 1.7). In subsequent years for those specialising: 6 - 12 hours per week (occasionally more), making a total of 720 - 850 hours. A degree cannot normally be taken in English by itself, but will normally be in English and Portuguese. At 2° grau the average is 3 hours a week (about 120 hours a year). Again about 80% choose English. It is not compulsory by Federal law, but can be in some States. The situation is more fluid in the private schools, there being greater autonomy. Likewise, English is compulsory in the Vestibular (see 2.6) in certain States (eg RGS), but the exam is merely classificatory, only a zero mark failing a student.

2.5 In University studies there is a formal distinction between English Language and English Literature. There are separate courses and they are examined by different examinations. An approximately equal proportion of time is devoted to each. At the 2° grau no literature is taught. The only contact would be through simplified texts in language classes, some background provided in Portuguese and occasionally Portuguese translations of well known works.

2.6 Examinations. Within the school system (2° grau) there is not complete uniformity, but 4 school-administered tests per year is normal. In some schools there are bi-monthly tests and continuous assessment. Failure will entail remedial work and re-testing, though in practice few students fail since they may scrape through on minimal knowledge and, in any case, may re-sit until they pass. The normal requirement for University entrance is the Vestibular examination, a multiple choice test uniform for all branches of the University. A student need not necessarily pass in English: in some states (RGS, MG) English is compulsory, but no mark except zero will fail a student. Thus, there is in general no legal minimum requirement in English imposed on a student who wishes to study English at University - indeed, the foreign language that he offered at the Vestibular examination might have been a different one. The result of this system is that University 1st year classes contain, in addition to good students who have studied privately (see paras 5, 6 and 7) a high proportion of beginners. Private and State Universities set their own Vestibular examinations.

2.6.1 At University level examination practice again varies. At some Universities (eg PUC São Paulo) there is continuous assessment throughout. At some UF Ceará, UFRJ, UERJ) continuous assessment replaces a final examination. At others (UE Ceará, UFSC, UFMG, UnB, UFES) there are first year and final examinations with semester tests throughout. Few students ever fail.

2.7 Responsibility for syllabuses and choice of textbooks. Both at school and university level great freedom is left to the institutions themselves. The normal pattern is that head of Department and staff decide books and syllabuses. In Universities these are approved by the Ministry of Education where necessary (eg for MA courses) and by the University Council and Departmental Faculty Committee, and the English Department there after has full autonomy. At school, the State Education authorities propose, but the actual choice is made by the schools and teachers, sometimes with exceedingly odd results. The only exceptions to this system are in those districts language teaching has been taken out of the school curriculum and is carried on in Language Centres, for example in Fortaleza and Brasília. In these cases there is some central control, decisions being made by the Director of the Language Centre or delegated to the subject specialists.

2.8 Supervision and inspection of English teaching. There is no official supervision or inspection of teaching at Universities, beyond that of the Head of Department. The teachers evaluate themselves and discuss. The position is broadly similar at schools (except where there are Language Centres - see 2.7), but in some States (Santa Caterina, Ceará) the State Secretariat inspects all subjects, including English. The Federal Government inspects private schools.

2.9 English for Special Purposes The teaching of ESP in Brazil is still embryonic, fragmented and, in general, inadequate, though there is a great and increasing demand and an awareness of need and work at a number of levels has begun. Some universities (UF Ceará, UE Ceará, UERJ) report that they do no ESP work at all, but an increasingly common pattern is for the English Department to service other University Departments with "instrumental" English. At UFRGS, for example 1,000 students per semester from disciplines other than letters undergo a 2-semester ESP intensive reading programme, and teachers from the English Department give "instrumental" English courses to 600 students a year from other Departments. Similar courses, extra curricular, are taught at UFSC, but they suffer from lack of suitable materials and it is difficult to persuade teachers to take an interest in them. At PUC RJ, however, EST is taught (computational, engineers) and students from Social & Technical courses may join regular English courses. PUC São Paulo offers an ESP methodology course in the Departments of Applied Linguistics and there are ESP courses in the Schools of Engineering, Economics and Business Administration. Numbers of the private language schools offer commercial English, as also do the SRCIs. There are ESP programmes at the Colégio Técnico Belo Horizonte, and at UFRJ one teacher outside the Department is in charge of ESP in the areas of Science & Technology. For further information on ESP activities see paragraph 6.17.

2.10 English for Adults (other than at teritary level)

Provision is mainly through the private language schools, the SBCIs and the Bi-National Centres. Certain Universities, however, notably UERJ, are now developing a role of service to the community through extra mural departments, and at UF Ceará the Centro de Cultura Britanica is an extra mural department of the University. Other Universities, likewise, conduct extra mural courses at which adults can prepare for the Cambridge First and Proficiency Certificates.

2.11 MA Programmes in English at Brazilian Universities

2.11.1 The only Universities in Brazil offering full MA programmes in English, leading to an MA degree awarded by that University are the Federal University of Rio de Janeiro, Federal University of Minas Gerais (Belo Horizonte), Federal University of Santa Catarina (Florianopolis) and the Federal University of Parana (Curitiba). These programmes are approved by the Federal Council of Education, Ministry of Education, and receive a confidential grading. The Catholic Universities of Rio de Janeiro and São Paulo and the Federal University of Rio de Janeiro offer approved MAs in Applied Linguistics, and the University of São Paulo an MA in English Literature. At the Federal University of Rio de Janeiro an approved PhD in English Language and Literature is possible. At the Federal University of Pernambuco (Recife) a programme for an MA in Linguistics and the Theory of Literature has been submitted to the Federal Council of Education for approval.

2.11.2 At other Universities (UF, Ceará, UF Paraiba, UERJ, UF Maranhão et al) postgraduate and specialisation courses are given and students may accumulate credits towards an MA to be awarded by a University with a recognised programme upon completion of all necessary coursework and dissertation. Some Universities (UF Paraiba, UF Ceará) are preparing full postgraduate programmes in English for submission to the Ministry of Education, but at the majority of Universities there are no English postgraduate courses at all.

3. Teaching Cadre

3.1 At Universities the teaching cadre is generally found to be adequate in number but not in quality. The normal minimum qualification to teach English at a University is a degree in English and Portuguese plus 1 year's didactics in a department of Education in order to obtain the "Licentiatura", with a commitment to take an MA within 3-4 years. Appointment is made by public competitive examination ("Concurso"), and minimum-qualification candidates are not necessarily successful. A Brazilian first degree with Licentiatura and a British or American MA is acceptable. In the State school system the legal minimum is a degree in English and Portuguese with a Licentiatura, but some States, especially in the interior have to accept teachers on a provisional or temporary basis, who are not legally qualified, provided that they "know some English". Teachers holding the Cambridge Certificate of Proficiency and 1 year's Didactics or the Michigan Certificate of Proficiency plus 3 years' TTC and Didactics may be so appointed. For the status of the Proficiency examinations see 3.2. In some cases, also, 4th year students of English at a recognised University are given temporary appointments.

3.2 Status of the Proficiency Examinations

3.2.1 The law on the subject is complicated and appears to be variously interpreted in different states, but in practice the position is that Cambridge CPE holders may obtain temporary licences to teach English in State schools at 2º grau provided they have completed the 1 year course in Complementacão Pedagogica at a recognised Faculty of Philosophy. The special Didactics course is no longer sufficient for this purpose. Such recognition qualifies the holders for registration as teachers of English only and does not confer the right to proceed to a postgraduate course leading to

an MA degree, unless a recognised first degree is also held. Holders of the Michigan CPE must also have completed the 3 year Teacher Training course offered by the Instituto Brasil Estados Unidos. There is ample evidence throughout Brazil of teachers qualified as above teaching in State secondary schools and many more teaching in the private sector and in commercial language schools. Also, as indicated in the preceding paragraph, teachers without minimum qualifications may be appointed.

3.2.2 It is quite properly recognised by the Brazilian authorities that the currency of a foreign qualification within the education system undermines Brazilian qualifications to teach by short circuiting them, and there is therefore increasing reluctance on the part of State Education authorities to grant licences to CPE holders.

3.3 Facilities for initial and further training

Initial training is given in the Faculties of Education as part of the Licentiatura, but this is mainly in the theory and philosophy of Education and contains very little methodology, practical teacher training or practice teaching. In theory, every Faculty of Education has a practising school attached, but in fact not all have. UERJ and UF Ceará are exceptions in having active practising schools. Further inservice and retraining facilities for State school teachers are limited and haphazard. The main possibilities are annual seminars organised by the American Bi-National Centres, British Council Summer Schools and short courses, and the Teacher Training courses run by the SBCIs. Very little is done by the State Secretariats, though there are exceptions (eg the Federal District where there is continuous retraining) and many have plans, for example São Paulo. Increasingly, the Universities are providing in-service, specialisation, and vacation courses: UF Ceará, UF Paraiba, UF Parana, PUC RJ, PUC São Paulo, UF Santa Catarina, among others. Some of these are for former graduates of their own Departments teaching in State schools.

3.4 Professional organisations

Teachers are not well provided for with Professional Associations. There are two in the State of Rio de Janeiro, but neither is very active, and a new one has recently been established in Recife. Most active is the Brazilian Association of University Teachers of English (ABRAPUI), which has an all-Brazil membership, but it suffers from a perennial shortage of funds and one recent seminar planned by the Association, with British Council participation, had to be cancelled on that account. Its principal activity has been an annual seminar on American literature and English Language, sponsored and funded by the Fulbright Foundation, with some British Council participation. The Association is currently cooperating with the British Council in mounting a Teaching of Literature Seminar for University Teachers.

3.5 General

The great majority of teachers of English are women. While the supply of qualified teachers in the big towns is adequate, it is far from being so in the interior, and it is estimated that 43% do not hold the legal minimum qualifications, resulting in the issue of licences, on evidence of Teacher Training Certificates, for temporary appointments. Very many teachers work in more than one institution (occasionally as many as 3 or 4) - state school, private school, commercial language school or Cultura Institute - and some hold other jobs unconnected with teaching, such as banking and insurance. An extreme example was the Director of a Language Centre who

was also a serving Colonel in the army and simultaneously ran his own insurance company and directed Educational television programmes for the local TV station! Even those who restrict their activities to teaching, in no more than 2 or 3 places, find it difficult to fulfil their duties adequately in any one. Nearly all teachers are Brazilian, but expatriate British teachers settled in Brazil are to be found, as well as a few foreign staff on direct contract to Universities. There is also a fair number of British staff working in Brazil on temporary or permanent visas at the commercial language schools. For details of British Council recruited teachers in Brazil see paragraphs 6.2, 6.3 and 6.4.

4. Teaching materials

4.1 In general there is an adequate supply of textbooks. Most standard British and American ELT textbooks are available or can be ordered. At University level UFRJ and UFES report a restricted supply owing to frequent changes. In the schools the supply is likewise adequate, and the tendency is towards great diversity, on account of the freedom of choice that is allowed. State and private schools frequently follow the choices of private language schools. Publishers send specimens for the schools to select from. Where schools can afford to, they will choose audio-visual methods.

4.2 Textbooks (language)

4.2.1 At Universities Alexander's New Concept English is the most widely used series. Also used are: Success with English; Tests in Usage & Structure (Stone); Living English Structure; Cook: Active Intonation; Drummond: English Structure Practice; Ttofi & Creed: English in Mind; Almeida-Carvalho, Celani and Senna: Particularly Verbs; Underwood: Listen to This; Combe Martin: Exercises in Spoken English; O'Neill: Kernel Lessons Plus; Allen: Living English Speech; Harrison et al: Topic English; Dickinson & Mackin: Varieties of Spoken English; Mortimer: Phrasal Verbs in Conversation; Best: Pick & Choose; Musman: Read All About It; Living Tomorrow (da Silva); Harris: Reading Improvement Exercises (da Silva); English 900 (Eng Lang Svces); Kernel Intermediate; English in Situations; Ribeiro: Texts & Tests; Hill: Drills & Tests; Drills & Exercises Pronunciation (Eng Lang Svces); Hill & May: Literary Comprehension & Appreciation Pieces; Quirk: University Grammar of English; Longmans Simplified Readers; Mainline; Alexander: Sixty Steps to Précis; Jupp & Milne: Guided Composition; Kench: Asking Questions; Templer: Listening Comprehension Tests; McKean: Structures & Use of English; Clarke & Mackenzie: Modern English Practice; Blackstone: Manual of Advanced English; Ball: Modern Dialogue; Carteledge: Translation from English; Eckersley: A Comprehensive English Grammar; Tathan: English Structure Manipulation Drills; Graver: Advanced English Practice; Mimeographed materials, magazine articles, materials produced by staff.

The pattern that emerges is one of complete diversity and an overwhelmingly British choice of textbooks.

4.2.2 In the school system books by Brazilian authors or British & American books published in Brazil are more commonly used: Lima: English it is Spoken in England and in the USA; Dixon: Modern American English; Fonseca: Spoken English; Samira: English for High School; Celani: Take Off; books published by Editora Nacional and Editoria do Brasil; but also the Lado series, English 900 & English This Way; Dixon series; British textbooks are found in

Schools, but not widely: Alexander: New Concept; Broughton: Success with English

Again, no uniformity emerges, except that locally produced textbooks are more common. Some schools produce their own, rather indifferent, materials.

4.2.3 The SBCIs use predominantly New Concept English, and all Alexander series; Success with English; The Dolphin Course; Access to English. Lists of all books in use are issued annually in the SBCI ELT reports. The Bi-National Centres use mostly American texts. The private English Language schools either produce their own materials (if they are big enough) or use British or American materials according to whether they are British or American oriented.

4.3 Other materials

Audio visual courses, language laboratory material, overhead projectors, tape recorders, filmstrips, slides, films are used in the Universities, SBCIs, Bi-National Centres, and in the wealthier private and commercial language schools. In general, these are luxuries beyond the means of the State School system outside the big towns. One school in a hundred can afford audio-visual aids!

4.4 Materials Production

Teaching Departments of the big Culturas are regularly engaged on production of materials for their own use. Likewise some University Departments of English produce and mimeograph their own courses. The Colégio Técnico at Belo Horizonte produced a structurally based course for use by students and staff, and the Faculty of Education at UERJ has been working on a course in English for mathematics. Generally speaking, textbooks written by Brazilian authors are published as a private commercial venture.

5. English outside the educational system

As has been indicated, the effective teaching of languages takes place outside the school system in the private sector. There are a variety of reasons for this, notably in the interior and in the NE, where poorer conditions prevail and where there is overcrowding in school buildings, shortage of state teachers, especially of good ones - some have relatively little English themselves - and lack of motivation at schools. As a result, there is a flourishing industry of private commercial schools of English in most parts of the country, in addition to a network of American Bi-National Centres (see 7 below) and some 8-10 Anglophile Societies (SBCI's) (see 6 below).

5.1 There are no reliable statistics of private language schools available, State Secretariats being unable to maintain (or to divulge) an up-to-date register, on account of the frequent opening of new schools and closing of existing ones, but it is estimated that there may be as many as 500 schools in all Brazil with approximately 250,000 students enrolled at any one time.

5.2 These schools vary enormously in quality, organisation and size. Some, notably the smaller ones, a few of which have been established by local British initiative and are directed by expatriate British or Anglo-Brazilian teachers, maintain high academic standards and regularly enter candidates for the Cambridge First & Proficiency Certificates. Among the larger organisations, Yázigi, which is American oriented, has a nation-wide

network and, on the whole, a good reputation. In addition to running its own schools, Yázigi franchises other schools and individual teachers after training in the Yázigi method, and holds seminars for presenting audio-visual aids and evaluating teaching techniques. The FISK group of schools, also American oriented, likewise maintains a wide network of franchise. The Rio based BRASAS chain has an excellent reputation for short and long intensive courses and is widely used by candidates for scholarships and training awards abroad, who need to improve their standard of English before taking up their awards. (The writer's maid attends a BRASAS course on two evenings a week, with commendable results. The Rio based Curso Oxford, with 8-10 lavishly equipped branches, is almost aggressively British - oriented and has an enrolment of 10,000 - 12,000 students. Also Rio based is the British Brazilian Course, with an enrolment of about 6,000 students; it presents approximately 1,000 candidates every year for the Trinity College London examinations in Spoken English, while in Brasília a small private school of English prepares for the Royal Society of Arts examinations in English as a Foreign Language. Some interest in Brazil has recently been shown in the ARELS Oral Examinations, but these have not so far been set up. Some private schools do "company work", by conducting English courses for the staff of big Brazilian industrial and commercial concerns.

5.3 Elsewhere in Brazil, with local variations in size and quality, the pattern is roughly similar. The larger organisations tend, for commercial rather than pedagogical reasons, to use their own rather than published teaching materials, but some are becoming interested in the course books of the major British ELT publishers, and this could become a very large market, once it is entered. Course work is normally for general English and is situationally/structurally based. Very little English for specific purposes, apart from some EOP for commerce, is taught, this being left mainly to the Universities and Technical schools, where ESP is as yet fragmented and embryonic.

5.4 Such, then, is the overall picture of the flourishing industry in commercial language schools. For better or for worse, the latter will remain a major force in ELT, until such time as the school system is able to provide for it. Up to now, there is little sign of this happening. The indications are, if anything, to the contrary.

6. British support for the Teaching of English

Direct and indirect British support for the teaching of English in Brazil is both massive and selective, the Council effort being aimed at those points where the impact will be greatest, which are not necessarily the same as where the need is greatest. Aiming at the latter would lead to an attenuated connection and a diluted spread, with a commensurate wastage in result. Hence it has become Council policy to deploy its resources at maximally effective key points where the "multiplier effect" will be at its highest.

6.1 The British Council in Brazil has its HQ in Brasília and maintains four Regional Directorates, Rio de Janeiro, São Paulo, Curitiba and Recife. There are 14 London Appointed Officers, including an EFL Officer, and a fifteenth may be appointed. Of these, four are ELT specialists. The principal ELT operations are the following:

6.2 Recruitment of key staff, usually on 'formula' (or similar) terms, at selected Universities where there are MA programmes in English or Applied Linguistics with a significant element of teacher training in the curriculum. At the time of writing there are Council-recruited Visiting Professors at the

Federal Universities of Santa Catarina (Florianopolis) and Parana (Curitiba) and at the Catholic University of São Paulo, and until recently an EFL post was filled at the Federal University of Minas Gerais, Belo Horizonte. There is a Council recruited post, currently under review, in the undergraduate department at Federal University of Rio Grande do Sul, Pôrto Alegre and, likewise until recently, another at the Federal University of Ceará, Fortaleza. There is also a Council subsidised post at the Federal University of Paraiba, João Pessoa. The staff filling these posts all engage in direct teaching and teacher training and make a distinct contribution to the raising of standards of teaching of English, since a high proportion of the graduates and post-graduates of their departments enter the teaching profession.

6.3 Recruitment of staff, usually on 'guaranteed contract' terms, for the Anglophile Societies (Sociedade Brasileira de Cultura Inglesa). At the SBCI Rio (see 6.18) 23 posts are filled. 21 are in direct teaching, 1 is Superintendent of Education and 1 is Teaching Adviser. At the SBCI São Paulo another 9 posts are filled, either in direct teaching or in teacher training.

6.4 Recruitment of staff, including headmasters, heads of department and subject teachers, usually on 'guaranteed contract' terms for the British (English medium) schools in Rio de Janeiro and São Paulo. At present 11 such posts are filled.

6.5 Limited provision of scholarships, bursaries and visitorships in ELT. Scholars for academic courses in Great Britain and Bursars for Summer Schools are selected, so far as possible, from institutions at which the Council already has an ELT involvement.

6.6 Conducting Summer Schools, ELT Seminars and short courses for teachers of English. During 1975/76 7 such courses, involving Council staff and recruited teachers and varying in length from 3 days to 2 weeks, were held. Courses are usually organised in collaboration with Universities, Directorates of Education or SBCIs. In addition, the SBCIs themselves, notably São Paulo, organise their own courses.

6.7 Maintaining an ELT reference library.

6.8 Maintaining a film library and ELT film library. Some private schools and professional institutions make use of the BBC/BC ELT films. Certain educational TV stations also broadcast the film on TV.

6.9 Liaison with the Information Department of the British Consulate General on English by Radio broadcasts. Certain radio stations regularly transmit lessons in the English by Radio series.

6.10 Supply of BBC/OMD/BC ELT materials to selected Universities and institutions.

6.11 ELT book presentations to University libraries, especially at Universities where there is already a Council involvement, and book grants to the SBCIs.

6.12 ELT book exhibitions. A Summer School or short course will normally be supported by a book exhibition. Copies of standard textbooks will be presented to participants. When a touring exhibition has outlived its usefulness as an exhibition, it will usually be broken up and presented to selected institutions.

6.13 Drama tours. Indirectly a sponsored tour by a British theatre company provides a stimulus to English teaching by heightening interest in English language and literature. Besides Council sponsored tours, there are active local amateur dramatic groups in several of the main cities.

6.14 Consultant services to local Education authorities in the form of advice, lectures, seminars, workshops, training schemes.

6.15 Presentation of ELT hardware and software to selected institutions, normally those where there is already an ELT commitment.

6.16 Cooperation with Brazilian professional associations of teachers. There are several of these in Brazil, and the Council has from time to time worked with them in mounting seminars.

6.17 Arranging for British ELT specialists (Specialist Tourists) to make occasional visits, 3 weeks to 1 month, to Brazil for lecture tours or to give specialist advice and conduct seminars at University Departments and Culturas. These have been of particular importance at Scientific, engineering and technical institutions where there are programmes in existence under the Anglo-Brazilian Agreement for Technical Cooperation. The presence of British lecturing staff at these institutions almost always reveals a language and communication problem at all levels, including postgraduate, and a need for developing ESP reading programmes. Serious attention is now being paid to ESP in Brazil, but most of the work is being done in University Departments, notably the Catholic University of São Paulo, and some of it is left to the untrained staff of undergraduate departments, who are obliged to service other departments of their Universities with "instrumental English" to the best of their ability. Much remains to be done in this field, and the visits of Specialist Tourists have done a great deal to create an awareness of the need and to introduce modern ESP techniques and materials.

6.18 Mention has been made of the SBCIs in 6.3 (above). These are autonomous Brazilian non-profit making societies, whose activities are chiefly the teaching of English and the encouragement of all aspects of British Culture. The older societies pre-date the British Council in Brazil and the two biggest (Rio and São Paulo) have a combined student enrolment of approaching 40,000. There are smaller societies in Curitiba, Belo Horizonte, Brasília (a branch of Rio), Juiz de Fora, João Pessoa and Fortaleza. The British Council's relationship and degree of support varies from Society to Society according to local circumstances and historical connection. Recruitment of staff has already been referred to, but at the SBCI São Paulo a British Council officer is the Director of Studies, and at Curitiba and São Paulo the Executive Director is the Council's Regional Director. The British Council Representative is an ex officio member of the Board of the Rio Society. At all of the societies there is a Council involvement of one kind or another, even if it amounts, as at the very small societies, to no more than a modest book grant for their libraries, or the presentation of audio-visual or language laboratory equipment. All the societies maintain English language reference and lending libraries, the largest and most comprehensive being at Rio de Janeiro, with a total of over 40,000 books and some 150 newspapers and periodicals, making it by far the best English language library in Brazil, if not in the whole of Latin America.

The English Language Courses at the SBCIs are mainly, but not entirely, oriented towards the Cambridge First, Proficiency and Diploma examinations, for which the Societies are the Cambridge Syndicate's approved examination Centres in Brazil. There are now a dozen Cambridge examination Centres throughout the country, with an annual entry of above 5,000 candidates, a higher figure than any other country in the world outside the UK. The larger Societies (Rio and São Paulo) have their own Teacher Training Departments with regular TTC's for their own and LEA teachers, and several of the smaller societies (Curitiba, João Pessoa, Fortaleza) either conduct TTC's or arrange ELT seminars for teachers. São Paulo, Curitiba, Fortaleza and João Pessoa work in close cooperation with the Federal Universities and many of their teachers work both in the Cultura and in the University. At São Paulo, in particular, and to a lesser extent a João Pessoa, there are close relations with the Local Education authorities for whom seminars, workshops etc are organised. In addition to Cambridge oriented courses, most of the Culturas are now offering special (ESP) courses: translators, interpreters, commerce etc. The wealthier Culturas offer scholarships and bursaries for their staff to take academic courses and summer schools in Great Britain. They are prestigious, albeit elitist, organisations and locally, are regarded as the semi-official Representatives of British Culture - indeed, in the public mind there is only a blurred distinction between the Culturas and the British Council. By and large, their teaching operation is exemplary, and their relatively large British presence and the sheer size of their student enrolment, make them, like the private commercial schools, a major force in ELT. The product, in terms of numbers of trained teachers issuing from the Teacher Training Departments, is small compared to that of the Universities, but their influence is considerable, the quality is high and the multiplier effect incalculable. The Council, therefore, maintains close relations and gives such support as its resources allow.

7. American Support for the Teaching of English

7.1 The United States Information Service has approximately the same relationship to the Bi-National Centres as the British Council has to the SBCIs. In all there are 61 Centres in Brazil with a total of about 60,000 students, of whom well over half are in the 19 Centres which are actively supported and recognised by the American Studies Office of USIS. There was formerly a system of inspection and recognition extending to all the Centres, but this has been trimmed down to the major 19. The remainder are merely acknowledged and kept on mailing lists for publications such as Forum. USIS' main concern is with Cultural activities, and the 19 Centres have cultural as well as language teaching programmes, while the remainder are basically occupied with language teaching. All the Centres derive their funds from the fees paid by language students, and on that basis conduct their cultural work.

7.2 The Bi-National Centres are autonomous non-profit making Brazilian Societies with their own Governing Boards. A good example is the IBEU at Rio with 12,000-14,000 students, a strong cultural programme and language teaching as one activity. It was founded in 1937, has five branches in Rio and has a historical connection with USIS, which gives some support and occasionally supplies branch directors, though by and large the teachers, including Americans, are locally hired. All teachers receive periodic training, on-going pedagogical support and orientation through the Department of Courses, IBEU, in common with the other major Centres, is a Centre for the Michigan examinations for the Certificate of Proficiency in English, the TOEFL examination, the Graduate Record Examination and the

Graduate Aptitude Management Test (examinations for the Educational Testing Services in the USA). A student can take the Michigan Proficiency examination after following a 4 year course and passing a preliminary test. Last year 1,000 candidates at IBEU took the Preliminary. 510 went on to take the final, out of whom 270 were successful. A Michigan certificate followed by IBEU's 3 year Teacher Training course and the Complemetacão Pedagogica is a qualifcation for teaching English (see 3.2). In addition to regular language courses, there are also intensive and special (ESP) English courses.

7.3 IBEU sends a few of its teachers to the USA every year on short courses and Summer Schools and organises annual seminars in Brazil, with varying USIS participation, for Brazilian teachers of English. The Cultural programme includes art exhibitions, lectures, music recitals, film shows, a choral group, and there is a library of 32,000 volumes. Broadly similar programmes, language and cultural are carried on at the other major Centres, notably São Paulo, Santos and Pôrto Alegre.

7.4 The Casa Thomas Jefferson, in Brasília is directly responsible to the USIS and houses the USIS Information Centre and Library, as well as the Cultural Foundation and English Language Institute with 3,000 students.

7. 5 The American Studies Office of USIS has activities 90% related to Universities and is concerned primarily with the teaching of American Literature and English Language, to the extent that the latter leads to a study of literature. It is involved in some 130 Universities and University Faculties, by carrying out advisory services and orientation in setting up English programmes, and corresponds with 350 teachers of English and American literature. Its officers travel widely and offer courses of 2-3 days up to 1 week on American Literature and English Language.

7.6 The Fulbright Commission maintains three Visiting Professors of English at Universities in Brazil: Rio de Janeiro (UFRJ and PUC), Belo Horizonte (UFMG) and Pôrto Alegre (UFRGS). The commission does not otherwise participate in the English language training programme, but trainees have gone to the USA for advanced training in English language and have returned to Brazil to teach. 202 grantees have been sent since the programme started in 1957, and a further 26 have been sent in the field of Linguistics. The total number of grantees is roughly 20% of the number that have gone to the USA under the Fulbright programme. A further important activity of the Commission is its sponsorship of an annual seminar in Brazil on American Literature and English Language in cooperation with the Brazilian Association of University Professors of English (ABRAPUI) (see 3.4).

7.7 American ELT TV programmes are fairly widely broadcast, and the private school FISK organisation (see 5.2) based on São Paulo produces programmes which are broadcast by the educational TV station at Recife.

7.8 American Field Service and Youth for Understanding, both private programmes, operate student exchanges on a substantial scale, which undoubtedly contribute to the spread of the English language.

7.9 Numerically, the Americans would seem to be more in evidence than the British in the field of English, but their main effort has a more overtly cultural bias than the British.

8. General Statement

8.1 As Brazil continues to develop its enormous potential and assume

something of the status of a world power, the need and demand for English continues to increase. Where the training in fields demanding a foreign language was in the past largely carried out abroad beyond the elementary levels, there has been a very great expansion of the country's internal educational institutions in the last 25 years, and technical training of all kinds is increasingly being carried out in Brazil itself, and in ever increasing numbers. This has created, and will continue to create, a demand for English, for larger numbers and to higher levels than before, which is only partly met by existing facilities.

The main strengths of the ELT situation lie outside the official educational system:

8.1.1 In study abroad, which continues to be a main source of training for the better-off;

8.1.2 In the private commercial institutes. Since these operate on a supply-and-demand basis, and react to a demand much more swiftly than the more cumbersome state network; the large number of institutes, and their fairly high cost of tuition is a good indication of the increasing value of English in the professions.

8.1.3 In the Cultural and Bi-National Centre networks. These supply not only English teaching of a high standard, but are often linked with teacher training schemes. Since the opportunities to use English outside the classroom are almost nil, their range of peripheral activities is an important factor;

8.1.4 Inside the educational system, the main strength lies at the university level, especially where the English department is closely linked with a teacher training programme, or can cooperate closely with one of the Cultural Centres. Standards vary widely between universities, however.

8.2 The main weakness of the system is that English at school level is not effectively taught and that the system itself is not terminal. While opportunities for learning English at an acceptable level do exist in the country, they have to be sought out by the individual himself and often depend on his ability to pay. Unfortunately, this is true of other subjects, besides English. The 3 hours of English per week at 2º grau are largely a formality, and do not for example, enable the student to perform well in the English section of the Vestibular Examination. To prepare for this effectively, the student must find and pay for some course of instruction outside the system altogether. This heavy reliance on outside sources is a main feature of the educational system in the teaching of English, as well as in other subjects.

9. Current Research & Bibliography

9.1 The Centro de Linguistica Aplicada produces materials and disseminates information at a routine level, but the PhD level in linguistics is virgin in Brazil. The SBCI Rio de Janeiro are currently working on ELT materials using a functional/notional approach, and the SBCI São Paulo will shortly have a materials production unit in operation. At UFRJ there are PhD theses in English Literature (eg pre Shakespearean Drama, Linguistic patterns in the Ballads, Musical Design of the Four Quartets) but there is nothing of relevance to ELT. There are MA theses at Universities with Masters programmes in English & Applied Linguistics, but these hardly qualify as research.

9.2 British support for English Studies in the American Continents and the Caribbean; February 1974, ETIC Archiv K-981.

ABBREVIATIONS USED

DF	Distrito Federal
FD	Federal District
MG	Minas Gerais
RGS	Rio Grande do Sul
RJ	Rio de Janeiro
SP	São Paulo
UECe	Universidade Estadual do Ceará
UERJ	Universidade Estadual do Rio de Janeiro
UFCe	Universidade Federal do Ceará
UFES	Universidade Federal de Espírito Santo
UFMG	Universidade Federal de Minas Gerais
UFPb	Universidade Federal de Paraíba
UFPe	Universidade Federal de Pernambuco
UFPr	Universidade Federal do Paraná
UFRGS	Universidade Federal do Rio Grande do Sul
UFSC	Universidade Federal de Santa Catarina
UnB	Universidade de Brasília
PUC	Pontifícia Universidade Católica
ABRAPUI	Associação Brasileira de Professôres Universitários de Literatura Americana, Língua e Literatura Inglêsa
IBEU	Instituto Brasil Estados Unidos
SBCI	Sociedade Brasileira de Cultura Inglesa
USIS	United States Information Service
TD	Teaching Department
TTC	Teacher Training Course
TTD	Teacher Training Department
ESP	English for Specific Purposes
EOP	English for Occupational Purposes
EAP	English for Academic Purposes
EST	English for Science & Technology
CPE	Certificate of Proficiency in English